

# **PUPILS DESIRE TO LEARN ENGLISH AND THEIR EVALUATION FOR THE ENGLISH CLASS**

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## **Abstract**

This study aimed to find out the desire of pupils for the group age 12-18 in Tirana schools to learn English language. It also defined the degree of English course evaluation from a statistical point of view. The study was based on a sample of 330 pupils going to secondary and high schools by the method of convenience. The research was focused on the application of two scales taken from the `AMTB ( Attitude, Motivation Test Battery)` and the test was administered according to the AMTB manual for a six month period. The test has already gone through a pilot age in samples taken from the Balkan populations and was made reliable for the Albanian territory. It has been discovered from the study that the desire to learn English is increasing rapidly recently and has a high intensity. The data showed that the mean score of the values from data processing on SPSS was 28.22, expressed in points 21 out of a total score 30, which means that the intensity of desire to learn English is rather high. Whereas the score for English class evaluation resulted in the value 52 out of 70, which reveals a moderate degree of evaluation for the English class by the pupils.

**Keywords:** *English course evaluation, desire to learn English language, high intensity, moderate degree of evaluation*

# INTRODUCTION

## 1.1 General overview

The general consensus reflecting the psychology books about the definition of the word 'motivation' is: "Motivation is an internal state or the type of situation desire, need, or internal stimulus, which serves to activate or energize behavior and give direction to the individual and to orient it towards achieving its goals. " Franken (1994) introduced an additional components in its definition: "motivation is encouragement, direction and persistence of individual behavior." Many theorists believe that the motivation affects the performance of learned responses, which means that a learned behavior does not occur unless provoked by energy. The key question is whether the motivation is primary or secondary factor to behavior. This means that the question remains open related to changes in individual behavior, when other principles are better explained along with the impact of environment, perception, memory, cognitive development, emotion, explanatory style, or if concepts are so uniquely connected to motivation.

In discussions of foreign language learning, Gardner (1985) conducted the classification of concepts "integrative motivation", for example desire to learn to identify the culture of the country whose language you are learning, and "instrumental motivation" desire to find a better job.

The first theory is that cognitive dissonances in a way is similar to the loss of equilibrium in Piaget theory of cognitive development This theory was developed by Leon Festinger (1957) and shows that when there is a discrepancy between the two faiths, two actions, or between a belief and an action, we will respond to resolve conflicts and inconsistencies.

Another approach is to reward theory (Heider, 1958; Weiner, 1974). This theory indicates that that every individual tries to explain the success or failure of oneself and others by giving some "attributes". These attributes are either of internal or external and are either under control or out of control. In the teaching environment is important that the researcher is assisted in order to develop personal attributes explanations for the efforts made, (internal, self - control). If someone has the ability to attribute internally, but not keeping oneself under control (e.g .I do not do well this), just to face a difficulty in the learning process, he / she will lower rates for good study behavior. If a person has external attributes, there is nothing one can do to help oneself in a learning situation (the responsibility to demonstrate what is learned

is completely outside person). In this case, there is nothing that the individual can do when problems occur in a learning situations.

## **1.2 Theories of learning foreign languages; Theory of behaviorism and cognitive theory**

Behaviorist theory of learning supports the idea of conditionality, which is patterned stimulus-response-chain compliance, and that is about how a baby learns a foreign language. Behaviorism, which is above all a psychological theory, based on the formation of habits, adapted for some time by the teacher and scholar of languages, especially in America, and as a result came Method-Audio Language, which is still used in some countries.

The term 'cognitivism' is often used to describe the method by which students were asked to think more than to repeat. The founder of this theory is Noam Chomsky. Chomsky opposes the behaviorist theory, saying: "Cognitive Psychology mostly states recognition rather than responding and is closely related to mental processes involved in learning and using language. The focus is not to reply to the stimulus, but to mental processes. Access of cognitive states mental and organization structure. Cognitive theory, in contrast to the behaviorist theory, regards the language researcher as someone who works, builds and plans and not as a receptor affected by the environment "(H.Jeremy, 1989, The practice of English Language Teaching Longman)

## **1.4 Strategies for English language learning from the psychological perspective; Theoretical background**

Humanistic psychology emphasizes the importance of self-concept and affective factors in learning and cognitive psychology emphasizes mental processes more researchers claiming that the students themselves are involved in the learning process, taking into account selective attention for tasks, testing reasoning , comparison, reconstruction of concepts, the use of prior knowledge and activation of pathways related to the study. Moreover, the teaching methods are shifting massively with new approaches to student-centered early in the 70s, throwing light on independent researchers. These approaches emphasize to some extent, why some students are more successful than others. Research what language researchers do to learn the language has affected almost all areas of language learning, either as a foreign language or as a second language in general and e learning strategies in particular language (Purdie and

Oliver, 1990 ). The question of why some learn a language quickly and easily? Has led to several factors such as sex, age, motivation, behavior, and what is most important learning strategies (Oxford, 1990).

Affective part in language learning has attracted more and more attention lately. Results of studies conducted with middle school students by the end of 90s on the filter affective impact in learning has shown that there exist strong links between affective filter and level of achievement (Gardner, Tremblay and Masgoret, 1997: 344) and emphasized "that linguistics interdependent role are related to cognitive and affective filter in foreign language learning and foreign language as a second language" (Gardner, Tremblay and Masgoret, 1997: 344). (Gardner, Tremblay and Masgoret, 1997: 344 Stern (1983) presented the contributions of affective components contribute more and more frequently than in learning how cognitive skills represented by aptitude test. It has also been shown that "personality traits as of openness, determination, emotional stability, and a sense of being adventurous has strong links with successful language learning "(Reiss, 1983).

**Goup age 10 – 15 years old**

"The age group 10-15 years belongs to the concrete operational stage in a trend toward in formal stage (over 12 years) (adolescence and maturity). At this stage, intelligence is demonstrated through the use of symbols related to abstract concepts. Early in the period there is a return of ego centered thinking. Only 35% of graduates in industrialized countries benefit from formal operational stage, many people do not think formally during the years of maturity "(Piaget, 1972, 1990)

**Figure 1. Stages of development by Piaget, 1972, 1990**

STAGES OF COGNITIVE DEVELOPMENT		
Sensorimotor PHASE	AGE 0-2 YEARS	Description
		Based on reflects reflekse Coordinates reflexes

Preoperational phase	2-6 YEARS	Self oriented Egocentric
Concrete Operation Phase	6 or 7 years To 11-12	More than one point of view Not abstract problems considers results
Formal Activity (Operational Phase)	Over 12	Thinks in a abstract way Theoretical thinking Not all the people reach this phase

<http://muskingum.edu/%7Epsychology/psycweb/history/piaget.htm>

## Methodology

### Procedure and participants in the study

To conduct the study was applied initially a pilot test of motivation for learning foreign languages from Gardner, translated and tailored to adopt Albanian territory, which was applied in 100 school students of foreign languages 'Wisdom 1 & 2', in the city of Tirana, for 10-15 year age group, regardless of their gender. Time available to answer the test with 104 statements was indefinite, the time is recommended by the test author Gardner. After piloting resulted in a Cronbach alpha coefficient of 0.72, which enjoys a high degree of confidence, then continued study phases for proper application of the test in a massive way for the sample in question, n=330 students. For the selection of the sample took 10 days and data collection for the population asked about two months time, specifically during the period May-June, 2012.

Due to the large number of variables to Gardner test (104), was selected a relatively large sample, of n = 330 individuals, 220 school pupils 'Wisdom1' and 110 students in the school 'Wisdom 2'. They were administered in 5 different days during May - June, 2012. In May the test was administered in the first school, WISDOM 1 where 220 respondents provided 104

responses to the test assertions Gardner, and June test was conducted on 110 students at the second school, 'Wisdom 2'. Students were in natural conditions, in classes where English language develop and test administered. They were instructed on how to apply the test by a group of five instructors trained prior to its administration.

### **Description of the instrument and its origin**

AMTB, Battery test motivation and behavior (Attitude / Motivation Test Battery) English version of the test of motivation and behavior for learning English is designed for students in secondary school who learn English as a foreign language. Mini test motivation for learning English, mini AMTB composed of 12 degrees, dates from 1954 and is the author of his Guilford, and then is proceeded and applied by Gardner in 1985, as a form of motivation to complete the test , along with the intensity of motivation questionnaire in the same year. Each of stairs in a mini scale test match single comprehensive test AMTB. Mini scales are used to test questionnaires on subjects from different countries such as Catalan, Japanese, Portugese, Polish and Romanians

There are a total of 104 claims being measured with a Likert scale, consisting of 6 categories agreeing with the content from the lowest to the highest, Strongly disagree, moderately Disagree, slightly Disagree, Agree, Slightly Agree, moderately Agree, Strongly Agree) and are encoded with the corresponding value from 1 to 6, in ascending order. The Likert scale was chosen because the nature of the test seeks to explore the extent of the impact of variables such as optimism, complacency, etc. conditional dependence, which measured the degree. Eight of these items are composed of positive and negative items (statements, negative items).

### **Data Analysis for the 'The desire to learn English'**

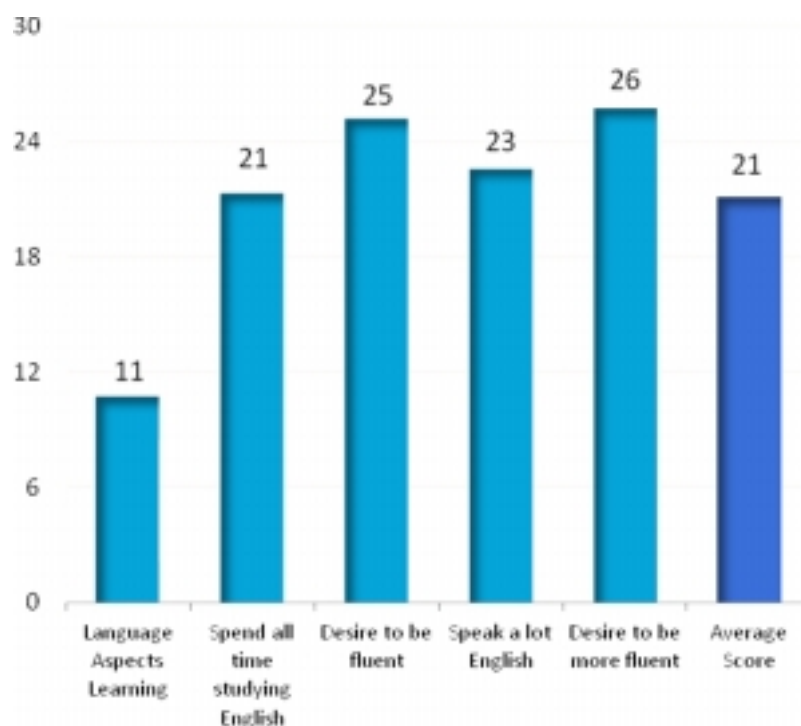
This table shows the statistics for the five items of motivation for learning English 'desire to learn English', a recoded scale. This scale is composed of five positive items (ATMB statements 9, 29, 51, 73, 92). Data is processed in the statistical package SPSS 16 and the above results stand for the new degree 'desire to learn English 'The recoded scale indicates that the average value is 21 out of a maximum score of 30 . This result stands for a mid or medial value of this degree, answer 4 in the test responses, the mode value is 4 and common values selected is option 4 from 6 alternatives that respondent could select. This alternative in

the test matches 'Slightly agree' and this alternative means that students have little desire to learn English. Standard deviation is 0:38, is a relatively low value indicates a uniform distribution of values, the distribution of values is the interval] 3 ± 0:38

**Table 1. Data analysis for the recoded scale 'Desire to learn English'**

Alternatives	No. of students	In percentage %	Mean value	Score of the scale
'Slightly agree' (4)	272	82,4	2.2	21
Moderately agree (5)	58	17,6		

The information above stands for the new recoded degree 'desire to learn English' which has a total value (Score) of 30 points set by the author of the test. The average score in this table is 21 out of 30. The largest number of respondents, 272 or 82.4% reveal a slight desire for English. 58 people or 11.8% of them are eager up to a moderate level of learning English. (See figure 1)



**Figure 1. 'The desire to learn English'**

### **Data analysis for the 'Evaluation of English Course'**

This table shows the statistics for the tenth test item of motivation for learning English 'English Course Assessment' of Recoded.. This is composed of 5 positive (statements 20, 41, 64, 84, 102). Then the data are processed in the statistical package SPSS 16 and the above results refer to the recoded new scale 'Evaluating the English Course', by noting that the average value is 4.78 out of 6, mid or medial value is in this instance 5 and mode, the most common value selected is 5 of 6 alternatives that respondent could select. This value in the alternatives of the motivation test matches Slightly Agree

alternative. This means that students are somewhat agree terms of assessing English language course and this is mainly moderate estimate by taking into account the average values of 4.78, approximately 5, is only one category below the maximum category (6). Standard deviation is 0:41, is a relatively low value indicates a uniform distribution of values, the distribution of values is the interval]  $3 \pm 0:41$  [So overall average plus, minus the DS.



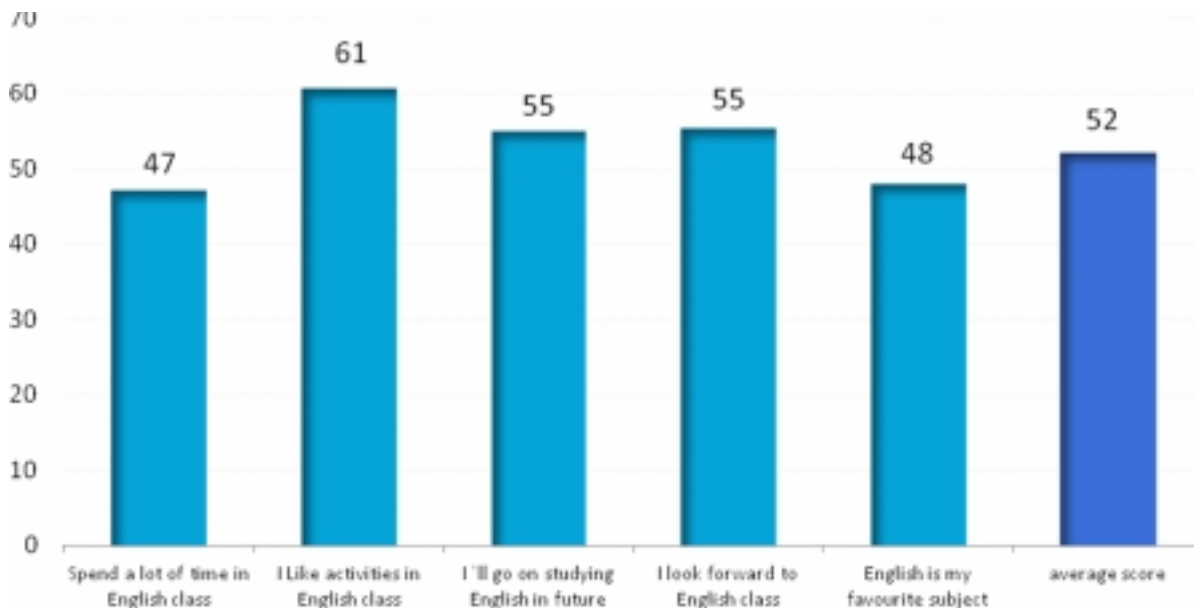
**Table 2. Data analysis for the 'English Course Assessment'**

Alternatives	No. of students	In percentage %	Meanvalue	Score
Slightly agree (4)	74	21,6	4.78	52
Moderately (5)	256	78,3		

Data rates above stand for the new recoded 'English Course Assessment', which has a total value (Score) of 70 points set by the author of the motivation test. This table shows that the frequency response gather around 5, which matches the alternatives (5) in the motivation test 'Moderately Agree' and coincides with the largest number of respondents, 256 respondents or 78.3% of them are moderately agree on the fact that they positively evaluate English language training, and 74 or 21.6% slightly agreed with the fact that they have a positive attitude towards learning English. These results show that the positive assessment on the course of English is moderate or significant, but does not reach the maximum extent.

(See the graph below)

Figure 2 Evaluation of English Class



## CONCLUSIONS

The students participating in this test have held quite similar stands for the scales measured in the ATMB test related to the desire to learn the English language and the English Course assessment. The students showed in their answers that their desire to learn English was above the average score up to moderate, in figures it resulted 21 out 30 points and the evaluation rate was 52 out 70 points.

The descriptors in terms of reactions, class evaluation and attitudes, interest degree, motivation why they keep on learning foreign languages, as well as, their attitude towards language, showed in positive values measured by the motivation test conclude as follows:

- they appreciate considerably the English course;
- they expressed their desire to continue learning English in the future;
- they are eager for learning the English language;
- they will spend more time at the English than in other subjects;
- English is very important subject in school curricula;
- they have chosen English as the preferred course;
- they plan to learn more languages;
- English language learning goes quite well with their preferences;
- they have estimated that more foreign language education will help them better;
- they that English teacher stimulates them to learn more;
- English teacher is very dynamic in the classroom;
- they like English language considerably;
- they like many activities that take place at the English class;

The descriptors results which carried negative values by the students in the secondary schools and high schools for the two scales of the ATMB test 'English Class evaluation' and 'Interest in learning foreign languages' show that the participants in the test underestimate or gave very low value to them, consequently :

- they do not want to learn every aspect of language;
- think that dubbed films are distasteful compared to films in the native language;
- they find boring the fact that parents want to know everything that happens in the class of English;

According to the intensity level of motivation and desire to learn foreign languages students have shown that these sensations stay on the average level, but still remain relatively low. They specifically concluded that:

- they are slightly devoted to English;
- show that low-intensity work or work a little to learn it;
- want only learn the basics of the language;
- not all of them have English as a target;

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